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ABSTRACT

Sample student learning contracts and job (task) cards, which have been used successfully with junior high school students, are collected in this document. The sample contracts in the areas of reading, writing, and language arts show a variety of formats and point systems for earning grades. The job cards, which can be placed in a learning station, indicate tasks and the number of points which can be earned upon completion of the tasks. Three sample forms for complimentary notes from the teacher to the student are also included. (JH)

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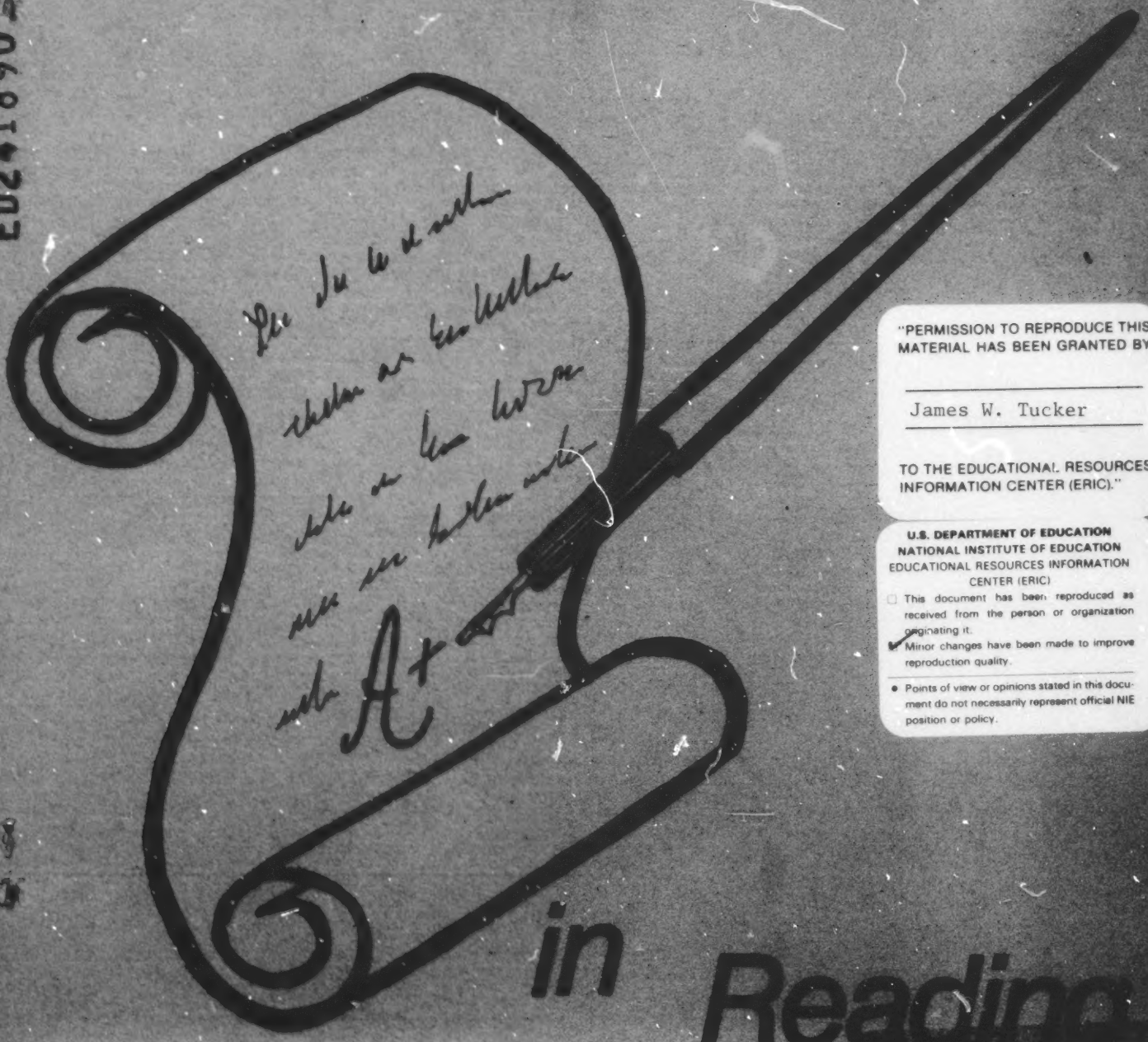
STUDENT CONTRACTS



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Santa Barbara Junior High School
Demonstration Reading Program

Several methods of classroom organization may be needed to meet the special needs of different schools, classrooms, teachers and student groups. Factors that affect the choice of an organizational pattern include:

A. Amount of adult supervision available

B. Class size

C. Specific needs of students

D. Maturity level of students

E. Space

F. Materials and equipment available

The following contracts and organizational patterns are among those that have been used successfully in the junior high school.

Creative Contracts

This is a point system which encourages individualized, independent decision making on the part of the student in order for him to earn a grade, to learn and to enjoy learning. Many of the ideas and suggestions included come from the students.

Included here are samples of weekly contracts, ideas and activity papers that motivate the students into creative writing and skill work.

Points are recorded on the contracts when the task is completed. Materials are situated at "stations" about the classroom. The stations are marked by title or name of station and the number of points which could be earned is stated.

Points for Grade

The necessary number of points to be earned for a grade is arrived at by taking into consideration the ability, speed and other factors which determine how the individual student works.

Included in the contract is a success factor. The contract states that the lowest grade to be earned is a "C." The students more or less assume that this grade is to be obtained and then surpassed by doing more work.

A student could work up to an "A" by earning the specified number of points. If he went beyond that 50 points or so, he would receive an A+ for the week. Students could not work for points for the following week, but could pull up a grade from a previous week.

Following is an example of typical points earned for one week by a lower achieving student, middle and higher achieving student.

Grade	Points		
C	75	150	200
B	100	175	225
A	150	200	250

The required number of points for a certain grade was flexible and changed according to the assignments and the student's learning potential.

*Note: Students did note their peers' differing point systems, but were most understanding.

Activities to Earn Points

Journal
Original games
Sentence completion
Job cards

Creative Writing
Charlie Brown completion forms
Rapping together
Book reports
Story ideas
Students' story ideas

Extra Credit
Collages
Crossword puzzles (usually original)
Applications - work, etc.
Free reading (independent)
Driver's Manual
Original contributions to classwork, student-designed

Lab Work

R.A.S.
R.F.U.
Specific Skill Series
We Are Black
Viva La Raza
Future
Imagination
The Law

Directed activities utilizing various pieces of equipment - Hoffman, Language Master, etc.

Literary Journal

This can be used as a personal diary. It is a booklet the student uses to write in during the first five minutes of class to earn ten points each day.

Some students mark it "Personal" and staple it closed each day. Some students write in it as a method of "telling" us something they would otherwise never voice.

This journal is never corrected. It is a short, free experience in expressing a thought.

Job Cards

Job cards are a type of student activity involving a variety of objectives. The cards are printed on 3 x 5 cards and are placed at a classroom station in a file box. The students have free choice as to which they will work with and are given the number of points designated on the card upon finishing the task satisfactorily. Examples of job cards follow.

Write detailed directions on how to get somewhere on campus.

1. Do not tell where to go, only how to get there.
2. Do not draw a map or diagram - only words. Now, find someone who isn't busy. Get permission to leave. Follow the other person as he/she follows your written directions. Do not help him/her in any way. Tell him/her when you arrive at your destination.

How good were your directions???

Worth: 10 points

Describe something common without giving its name. Let others read it. If they can guess what it is they get 5 points.

Worth: 10 points

What occupation do you think you might want to go into?

List: 5 qualities which you have to help you
5 qualities which you have which might work against you

Worth: 20 points

Describe someone in the room. BE SPECIFIC!

You may do this 2 or 3 times.

However--be kind. Remember, someone else could choose this card and write about you!

Worth: 10 points

Write a letter of recommendation for yourself--be truthful.

Do you think you'll get the job?

Worth: 20 points

Spend 10 minutes helping another student with his/her assignment.

Worth: 10 points

Describe 3 problem situations in which you are driving a car or motorcycle. Give 3 possible answers for each problem. Then give them to someone who is not busy and see if he chooses the correct answers.

Example: The light is red for the through traffic, and you want to make a left turn. Which lane should you be in when the light turns green?

A. through traffic lane
B. left lane
C. right lane

Worth: 20 points

---

1. Write these titles across the top of a sheet of paper:
   Things that move by themselves
   Things that can be moved easily
   Things that are difficult to move
   Things that can not be moved
2. List as many things as possible under each title.

Worth: 1 point per item

Put each word in the proper category:

Category:

1. You can eat it
2. You can wear it
3. Things to read
4. Size

Worth: 10 points

Words:

rice	clogs	maps
broad	bulletin	sardines
tales	thin	stockings
beret	shoestring	trinkets
serape	sign	jumbo
	kimono	pomegranate

Write a letter of recommendation for someone in the class who is applying for a job.

Everything must be the truth, so you must choose someone you know about.

Worth: 20 points

Too Many "Ands"

Rewrite the story below. Use four sentences. Strike out the word "and" between sentences. Put in periods and capitals.

We got a new puppy last week and his name is Fido and his tail wags as soon as I come in the door and I feed him.

What is your pet peeve? (What is one thing which really bothers you?)

Do you know why? What can you do about it? Write about it or talk to someone about it if you like.

Worth: 10 points

SAMPLE JOB CARDS

Make a collage of a subject that is of interest to you.
Title it.

Credit open.

Name as many things as you can that make noise.

example: ocean
door slamming
food cooking

Worth: 1 point per 2 items

READ!!

1 point for each minute spent reading

Describe the sky to a person who has been blind all his life.
Make your description as full as you can.

Worth: 20 points

Describe or draw a blueprint (plan) of the house you would like to live in someday, your "dream house".

Points depending on detail.

10

Go to the box of magazines that can be cut up. Find and cut out pictures of the following:

A. someone who is sad or depressed
B. someone who is anxious, worried or upset
C. someone who is excited
D. someone who is angry or displeased
E. someone who is frightened

Now paste each picture to a piece of paper and label how each person is feeling.

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Creative Contract
Developed by Joyce Cordero

Sample

Earn _____ points for a "C." Name _____

Earn _____ points for a "B." Date _____

Earn _____ points for an "A."
(Note: Individualized)

*Assignment required (Note: Individualized) Points

Literary Journal - daily assignment (10 points per day)

_____ _____ _____ _____ _____ _____

Lab Work ( ) assignments weekly R.F.C. ( ) - 20 points _____
R.F.U. ( ) - 10 points _____
R.A.S. ( ) - 40 points _____
S.S.S. ( ) - 15 points _____ _____

Creative Writing - Use ideas from pictures, papers.
( ) assignments weekly. 10 points per paragraph _____ _____

English Papers ( ) assignments weekly _____ _____ _____ _____ _____

Text Books (Note: Assigned individually)

Title: _____ Page numbers _____
Points _____ _____

Independent Reading - 10 points per 10 minutes at beginning of period
(Note: Bonus points given for additional reading)

Job Cards ( ) cards assigned (Note: Points vary according to assignment.)

Book Reports - 50 points Title: _____ _____

Vocabulary - Dictionary/Definition/Sentences (Assigned or incidental)
15 points per word _____ _____ _____ _____ _____ _____ _____

Homework (Required for an "A") ( ) assignments weekly
25 points per assignment _____ _____ _____ _____

Individual Assignments _____ _____ _____
_____ _____

Bonus Points: pencil (5 points) _____ _____ _____ _____ _____
notebook (5 pts.) _____ _____ _____ _____ _____
other (points) _____ _____ _____ _____ _____
Total Points _____

Your grade for the week is _____

COMPLIMENTARY PAPERS

The teaching staff members filled out the following forms and placed them in the students' notebooks. These were given to students periodically as a reward for work well done. When students found them in their notebooks they were pleasantly surprised. The students were able to share these personalized notes with their parents, improving the communication between the school, the student and the home.

CATCH THIS COMPLIMENT. . . . . .

I NOTICED THAT_____

_____

_____

_____

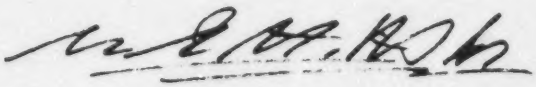
_____

_____

_____

_____

_____



Congratulations!!.!!

_____
Teacher's Signature

_____
Date

YOU SHOULD BE FEELING GROOVY SINCE YOU

_____

_____

_____

_____

_____

_____

_____

_____

CONGRATULATIONS!!!!!

_____
Teacher's Signature

_____
Date

_____

_____

CONFIDENTIALLY I THINK_____

_____

HAS_____

_____

_____

_____

_____

_____

_____
Teacher s Signature

_____
Date

INDIVIDUAL CONTRACTS

READING

Individual assignments for (name)_____ Date_____

Expected date of completion_____
Academic objectives during contract period:

_____

_____

SRA_____

RFU LAB_____

We Are Black_____

Tactics Lab_____

Sprint

Getting the Facts

Using the Context

Locating the Answer

Working with Sounds

Trackdown

Searching for Values

P.E. Reading Skills Workbook

Vanguard

Controlled Reader

Tachistoflasher

Library Book Report

Vocabulary List

Other Assignments:

_____

_____

_____

STUDENT USE ONLY
Student evaluation of work: _____

_____

_____

_____

TEACHER USE ONLY
Evaluation of work:_____

_____

_____

Evaluation of objectives:_____

_____

Progress Grade:_____ Achievement:_____

CONTRACT CHECK SHEET

NAME_____

DATE_____

Directions: Staple all assignments to the CHECK SHEET for teacher evaluation.

Paths to Follow (Name of Book)

WINNERS ALL -- UNIT #3 (Name of chapter or unit)

_____I have read the 5 stories and 1 poem.

_____I have completed the paper on Miracle Miler, page 106.

_____I have written, corrected and rewritten a 75 word summary on my favorite story in this unit.

_____I have completed pages 120, 121, 136, 137.

_____I have completed the phonics paper on Listen for the Difference.

_____I have read 2 sport stories that are not in this unit and have written a summary on each.

_____I have completed page 147, written my own questions and answers.

_____I have completed the review paper, Looking Back and Remembering.

Signed,

_____

NAME _____

LANGUAGE ARTS CONTRACT

WEEK OF MARCH 19

(100 points will be required to receive full credit for this week.) Choose 30 points from this section.

_____ 1.	Scope, "Word Power," p. 22	5 points
_____ 2.	Scope, Crossword p. 23.	10 points
_____ 3.	Scope, "The Distant Dome," p. 13	10 points
_____ 4.	Scope, "Spotlight," p. 14.	5 points
_____ 5.	Scope, "Sports," p. 18	5 points
_____ 6.	Scope, "The Eye," p. 16.	5 points
_____ 7.	Scope, "The Ear," p. 17.	5 points
_____ 8.	Directions 2, "Time I Ran Away," p. 131	10 points
_____ 9.	Directions 2, "You Figure How the Parts Go," . .	20 points
_____ 10.	Directions 2, "Anything I Want"	

COMPLETE THE FOLLOWING ASSIGNMENTS: (Earn 70 points in this section.)

		Points
_____ 1.	Reading for Meaning _____	_____
_____ 2.	Reading for Concepts _____	_____
_____ 3.	Dimensions _____	_____
_____ 4.	Cracking the Code _____	_____
_____ 5.	We Are Black _____	_____
_____ 6.	Be a Better Reader _____	_____
_____ 7.	Action Lab _____	_____
_____ 8.	Conference and Participation in Class Discussions _____	_____
_____ 9.	Specific Skill Series - Title _____ Book _____	_____
_____ 10.	S.R.A. Kit _____	_____
_____ 11.	Step Up Your Reading Power _____	_____
_____ 12.	Voices of Dissent _____	_____
_____ 13.	50 Great American Short Stories _____	_____
_____ 14	Creative Writing _____	_____
_____ 15.	Countries and Cultures _____	_____
_____ 16.	_____	_____
_____ 17.	_____	_____
_____ 18.	_____	_____

This week I used my time (choose one) poorly. wisely.

The quality of my work was (choose one) good. average. poor.

I completed _____ points.

Teacher's evaluation of your week's work: _____.

DEVELOPMENTAL READING ASSIGNMENTS

Name _____

Date November 12- December 1

NUMBER/ASSIGNMENT

1. Vanguard, "Ararat," p 483

2. Read Faster, Smith, Chapter 4
   All activities in chapter

3. SRA Lab Work at your own speed and color, complete a correction sheet for each pamphlet completed.

4. Test - Chapter 4, Smith, Sign Post Language

5. Witty, How to Become a Better Reader, Chapter 6

6. Controlled Reader
   Vocabulary Study
   Comprehension Activities

7. Individual Assignments Source _____
   Assignments _____

8. Book Report due Wednesday, November 29

GROUPS:	A	B	C	D	E	F
	Beggess	Torres	Burney	Hayes	Dickerson	Martinez
	Medina	Bolden	Vasquez	Headley	Ramirez	Canley
	Dolas	Porter	Soto	Jackson	Wilson	Montano
	Wienphal	Rios	Foster	Villalba	Youngs	Basham

DAILY ASSIGNMENT SCHEDULE

	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Th.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.
A	3	4/5	6	5	5	7	7	L	H	H	3	3	L	7	7
B	3	4/5	7	6	5	5	7	I B	O L	O L	7	3	I B	7	7
C	5	4/5	5+3	7	6	7	7	R	I	I	3	3	R	7	7
D	5	4/5	5+3	7	7	6	7	A	D	D	3	3	A	7	7
E	5	4/5	5+3	7	7	7	6	R	A	A	3	3	R	7	7
F	7	7	7	7	7	7	7	Y	Y	Y	7	7	Y	7	7

YOUR SCORES:

SRA	SMITH	WITTY	C.R.	INDIV. ASSIGNMENT

Turn in this assignment sheet with your completed assignments on December 1st.

Creative Contract
Developed by Jaclina Rudy

This contract was specially developed for the unproductive and/or poorly motivated student. It shows exactly what is expected of him, how he is progressing and helps produce self-motivation as the student competes with himself.

The contract is made from construction paper folded in thirds with an appropriate picture on the cover (cut from a magazine).

As it is opened, a chart appears on one side - pictures and a class schedule on the other side.

Class Time	Schedule
1:25 - 1:30	Relax
1:30 - 1:35	Journal
1:35 - 1:45	Independent Reading
1:45 - on	Class Work

When full opened, 3 charts are visible: Effort, Time and Lab Level Skill